# ANALYSIS OF VARIANCE 2020

# ANNUAL AIM 1: TO DEVELOP A CURRICULUM THAT ALLOWS STUDENTS TO  ACHIEVE ASPIRATIONAL AND REALISTIC LITERACY AND NUMERACY GOALS

### 2019 CONTEXT

In 2018 we introduced a schoolwide tracking system to quickly record where our students are tracking.  This is a genuine overall teacher judgement in 3 key areas of the school.  We have tracked our students' achievement, engagement and attendance.  This data was used as our primary achievement data for reporting to the Board of Trustees.  The data was also used by my communities to develop personalised plans for students at risk of not achieving, engaging or attending.

The data highlights a few areas of concern.  Y5 students are much more likely to be at risk of not achieving than their primary counterparts (26% compared with 10% for Y1-4 and Y6-8 combined). In general there is a trend for more students to be identified at risk of not achieving as they move up the school.  This data is mirrored in our poor NCEA achievement data for 2018 (see Annual Aim 2).

Māori and Pasifika students are also more likely to be at risk of not achieving.  This trend (particularly for Māori learners at NCEA level) has been identified for 5 years and support has been provided in terms of funding, professional development and schoolwide strategies. None of our prior initiatives have made any difference to our achievement data.  We urgently need to change our approach rather than continuing to hope that what we've done will continue to work. This area will be further discussed in Annual Aim 5.

There is little to no difference between girls and boys. I believe this is due to our insistence on bringing a truly personalised approach to learning for our students.

**2018 School-wide Students at Risk of Not Achieving, Engaging or Attending**

| | Achieve | Engage | Attend | Total # students | | Achieve | Engage | Attend |
|---|---|---|---|---|---|---|---|---|
| **Y1** | 3 | 3 | 1 | 28 | **Y1** | 11% | 11% | 4% |
| **Y2** | 0 | 1 | 0 | 19 | **Y2** | 0% | 5% | 0% |
| **Y3** | 0 | 2 | 0 | 19 | **Y3** | 0% | 11% | 0% |
| **Y4** | 1 | 2 | 1 | 24 | **Y4** | 4% | 8% | 4% |
| **Y5** | 6 | 3 | 0 | 23 | **Y5** | 26% | 13% | 0% |
| **Y6** | 0 | 3 | 2 | 17 | **Y6** | 0% | 18% | 12% |
| **Y7** | 3 | 0 | 2 | 38 | **Y7** | 8% | 0% | 5% |
| **Y8** | 4 | 6 | 5 | 33 | **Y8** | 12% | 18% | 15% |
| **Y9** | 9 | 15 | 6 | 56 | **Y9** | 16% | 27% | 11% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Y10** | 9 | 10 | 9 | 44 | **Y10** | 20% | 23% | 20% |
| **Y11** | 13 | 11 | 13 | 56 | **Y11** | 23% | 20% | 23% |
| **Y12** | 16 | 14 | 17 | 59 | **Y12** | 27% | 24% | 29% |
| **Y13** | 12 | 12 | 20 | 54 | **Y13** | 22% | 22% | 37% |
| **Y14** | 3 | 3 | 3 | 7 | **Y14** | 43% | 43% | 43% |
| **Female** | 37 | 30 | 41 | 236 | **Female** | 16% | 13% | 17% |
| **Male** | 43 | 58 | 38 | 245 | **Male** | 18% | 24% | 16% |
| **European** | 61 | 63 | 58 | 381 | **European** | 16% | 17% | 15% |
| **Māori** | 14 | 16 | 16 | 59 | **Māori** | 24% | 27% | 27% |
| **Pasifika** | 3 | 3 | 3 | 9 | **Pasifika** | 33% | 33% | 33% |
| **Asian** | 1 | 3 | 2 | 17 | **Asian** | 6% | 18% | 12% |
| **MELAA** | 2 | 2 | 1 | 11 | **MELAA** | 18% | 18% | 9% |
| **Other** | 0 | 1 | 0 | 2 | **Other** | 0% | 50% | 0% |
| **Total** | **78** | **84** | **78** | **476** | **Total** | **16%** | **18%** | **16%** |

Senior Leadership discussed with staff what they believed were some of the causes for our identified students not achieving.  A consistent message was a need for students to raise their levels of literacy, particularly in the Y7-13 areas of the school where students have more ability to avoid literacy through passion based course selection.
2019 will see the school focus on developing tools that work to raise literacy for all students.  We have identified 6 areas that will form the basis of our professional learning and development.  These are Reading, Writing, Listening/Speaking, Growth Mindsets, Vocabulary/Spelling and Significant Learning Needs. These groups will all focus on developing 8 tools each that have been tested and trialled within community.

CURRICULUM TARGETS
1. Make literacy as a schoolwide professional development focus
2. Develop tested literacy tools for Y1-13
3. Introduce L2L as a curriculum structure in all levels of the school

STUDENT TARGETS
1. Lower the number of Year 6 students identified as being at risk of not achieving to <15% (26% in 2018)
2. Lower the number of Māori students identified as being at risk of not achieving to <15% (24% in 2018
3. Lower the number of Y11-13 students identified as being at risk of not achieving to <15 (24% in 2018)

ACTIONS TO ACHIEVE AIM
1. Establish ABLE system
2. Establish Literacy PLD 1-13
3. Literacy PLD groups create and test tools
4. Responsive PLD is provided to support group research / development
5. All student have literacy incorporated into their programme
6. Māori students are invited to participate in a student voice group with SLT
7. ABLE data is shared at each BoT meeting

2020 ANALYSIS

ABLE has been well established within the school.  It is used at all levels for reporting.  ABLE is still only as strong as the data enter at the homebase end.  As most of the actions that result from the data entry and analysis happen at the Community Level I feel that it is important to shift the reporting from the Senior Leaders, who often do not know the stories behind the data, to community leaders.  I also feel that in doing this the LAs will have a greater awareness of the importance of completing the data each week.

Our literacy PLD started incredibly well with staff completely engaged with the activities that were developed in Term 1.  Our challenge came as we tried to continue with this following our move to the CBD in Term 2.  Staff felt they were stretched dealing with a move to a new build that was still being constructed around them.  As a leadership group we removed all full staff PLD for Term 2 and 3 to allow staff the opportunity to find their place in the new facilities.  This PLD is still incredibly valuable and should be reimplemented if possible in 2020.

We made several changes to how we schedule literacy and numeracy at the end during the year.  In Term 4 we trialled running all english and maths at Y7-10 at the same time, with some success.  We found that most students at Y7-10 took these anyway and grouping them together made it easier for LAs to work collaborative in their planning and practice.  From 2020 all maths and english from Y7-11 will work in this way. At Y1-6 we have also trialled and implemented a number of measures to improve engagement with literacy. Students are already working across homebases according to their needs.  Increased coordination and cooperation across the Y1-6 LAs should allow students more flexibility with their literacy (including capable Y5-6s moving up to Y7 courses) in 2020.  There was also a focus on incorporating play into literacy with several staff undertaking PLD in this area.

2020 NEXT STEPS
- Change reporting to the BOT delegations for ABLE from Senior Leadership to Community Leadership.
- Look at reestablishing the Literacy PLD in 2020
- Review the Timetable to ensure that all literacy occurs at the same time
- Increase places students can access literacy resourcing, including online repositories

# ANNUAL AIM 2: TO RAISE THE NUMBER OF STUDENTS ATTAINING A NCEA CERTIFICATE OR UNIVERSITY ENTRANCE

## 2019 CONTEXT

In general our NCEA results have fallen, with Y12s sitting Level 2 the only minor improvement. NZQA no longer allows school's to easily generate participation based stats (their new reporting only provides enrolment based statistics), so it's difficult for me to comment on whether our students have set a goal, had enough credits to achieve it and then did (or did not) achieve it. I would say however that these stats feel like an accurate reflection of where NCEA achievement is at in the school in 2018.

| NZQA Roll Based Data % | 2016 | 2017 | 2018 |
|---|---|---|---|
| Y11 achieving NCEA Level 1 | 27.1 | 28.1 | **18.6** |
| Y12 achieving NCEA Level 2 | 35.6 | 43.5 | **45** |
| Y13 achieving NCEA Level 3 | 39.3 | 39.5 | **37.9** |
| Y13 achieving UE | 25.0 | 32.6 | **29.3** |

This is a continuing trend and one that requires a considerable rethink in approach. Currently our students are able to take NCEA courses at whichever level and for whatever duration they want. This heavy focus on managing one's own learning is central to our values and beliefs about education. There is however a clear cost for our learners as they learn how to work within this system in Y11.

I feel that in our school our students should be achieving their NCEA goals with ease. I also believe that we need to examine how our classes are run, how we allow our students to engage with them, and how we support them to build their NCEA self management skills. We have not made any changes to how we deliver NCEA since we merged in 2014. Instead we have focused on building what learning looks like to Y10.

In 2019 we will undertake a radical rethink of what learning for Y11-13 students looks like. We have dropped a course slot and mentoring, and introduced a 90 minute session each day called L2L (Learning to Lead). This course is focused on developing life skills and leadership skills. Our hope is that these sessions will improve our student's engagement. As a school leader I also hope that the collaborative approach taken by the LAs at this time, will begin a rethink about what learning at NCEA level looks like at Ao Tawhiti Unlimited Discovery. We cannot continue to believe that our students should be achieving because the course content and delivery is effective and instead shift the burden of responsibility to our learners who are still learning their independent management skills. Added to this is the need to recognise that as a school we have one of the highest (if not the highest) percentages of special assessment conditions in New Zealand. Many of our students have specifically chosen to work with us because of the learning difficulties that they have. We need to learn more as a staff about how to plan for achievement for these students within our classes, access relevant PLD to improve our practice, and ensure that our curriculum and NCEA planning is responsive to the identified needs of the learners we have within our class.

None of the strategies listed in 2018's Annual Plan made any noticeable difference. It's time to review and start again.

## 2019 STUDENT TARGETS

1. At least 50% of enrolled Y11 students will achieve NCEA Level 1 or higher
2. At least 75% of enrolled Y12 and Y13 students will achieve their NCEA goal (as recorded in the LMS)

## ACTIONS TO ACHIEVE AIM

1. L2L is implemented in the Y11-13 communities
2. Timetable is adjusted to accommodate L2L
3. Community Leaders and DD of Y11-13 are supported to meet and reflect regularly on the success of L2L
4. All NCEA level staff participate in appropriate PLD for their NCEA teaching
5. Gateway and Careers coordinators focus on qualification pathways as well as career pathways
6. Establish a NCEA working group
7. Working group interviews students, staff and families
8. Working group presents findings to staff
9. Working group works with staff to create plan for 2020 and beyond
10. NCEA 2020 plan shared with all staff

## 2020 ANALYSIS

We saw a significant increase in our Level 1, Level 3 and UE NCEA results in 2019.  Level 2 results fell sharply.  The introduction of L2L had some positive effect with Y11-13 students able to gain NCEA credits for work done during this time.  This potentially allowed students to gain credits on top of their normal classes.  The shift in results at Level 2 is possibly related to the cohort of students at Y12 in 2019. This group are overrepresented in SENCO and behavioural needs.

## 2020 NEXT STEPS

- Senior leadership to conduct a review of all NCEA courses
- Senior leadership to make clear plans for 2021 NCEA requirements
- Staff to participate in NCEA workshops to support implementation of new standards

# ANNUAL AIM 3: TO BECOME A COACHING SCHOOL

Our recent ERO review highlighted that our appraisal system was inconsistent and that the inquiry goals set by the teachers lacked sufficient depth to meet all of the practising teacher criteria. To address this we want to increase the opportunity for our LAs to regularly reflect with their appraiser.  As a school with a focus on whanaungatanga these relationships are vital in building strong learning relationships for not just our students but our staff as well.  Coaching is a way to provide our staff with a clear framework to help place the ownership of professional learning with the individual, whilst being supported by careful questioning and listening from their coach.  We attempted in 2015 to establish a coaching framework for our students to improve the learning conversations we had with them.  In 2019 we hope that by building coaching (essentially 1:1s for staff) into our appraisal process, there will be added benefits for our students.  The plan for this year is to find a suitable external facilitator to work with the whole teaching staff.  Embedding coaching across the school will not happen quickly.  This may be a journey that takes several years.

### ACTIONS TO ACHIEVE AIM
1. Establish a coaching working group
2. Working group interviews students, staff and families
3. Working group presents findings to staff
4. Working group works with staff and whanau group to create plan for 2020 and beyond
5. Coaching 2020 plan shared with all staff
6. Bring in an external presenter to work with staff on coaching in a school context

### 2020 ANALYSIS
Appraisal through coaching worked well for most staff. CLs were able to use appraisal to also build coaching relationships.  We saw an increase in the number of documented 1:1s in the LMS which suggests that staff have worked hard to make these meetings a vital part of their week.  No professional development was maintained on coaching due to the impact of the added stress and workload from the move to the new buildings. My discussions with CLs and Senior Leadership is that coaching no longer needs to be viewed with a whole school lens and can instead be worked on with the willing, potentially with a focus on professional peers working together (coaching peers).

### 2020 NEXT STEPS
- Develop a coaching for the willing PLD plan
- Continue to promote 1:1s as coaching conversations

# ANNUAL AIM 4: TO ENSURE ALL STUDENTS HAVE ACCESS TO 1:1 MENTORING

## 2019 CONTEXT

The central structure of learning at Ao Tawhiti Unlimited Discovery is the IEM. This meeting allows our students with their parents and learning advisor to create a genuinely personalised programme, that reflects their individual passions, interests and needs. Once these goals have been set there is a need to regularly reflect on the progress being made towards them. This is where the 1:1 becomes important. 1:1s allow students to receive regular coaching from their learning advisor. They are able to reflect on the progress they are making, what the reality of their week has been and what steps now need to be taken to achieve their IEM plan. Unlimited Paenga Tawhiti (the 9-13 school that formed part of Ao Tawhiti Unlimited Discovery), was always able to staff these meetings for its students. Discovery 1 (the Y1-8 school) was never able to staff these meetings. The BoT has made a commitment to pay for the staffing to ensure that all students from Y1-13 are finally able to have regular 1:1s. This investment is staffing requires considerable professional development support for the Y1-6 learning advisors, as well as careful leadership from the Deputy Directors to ensure that the students in Y1-6 are not disadvantaged through the disruption that could be caused by taking their LAs out of the classroom for sections of their week.

## 2019 ACTIONS TO ACHIEVE AIM

1. Establish a 1:1 working group
2. Working group interviews students, staff and families
3. Working group presents findings to staff
4. Working group works with staff and whanau group to create plan for 2020 and beyond
5. 1:1s 2020 plan shared with all staff
6. Bring in Alumni to talk about 1:1s experience / impact

## 2020 ANALYSIS

The most significant change made to our structures outside of moving to the new facilities, was the 2019 introduction of 1:1s for the 1-6 students. This has had a number of positive and interesting outcomes. The feedback from LAs in 1-6 is that they are incredibly valuable. The LAs found that the fortnightly conversations provided them with the opportunity to build deeper learning relationships with students. The students didn't find the meetings affected their day to day learning and parent feedback has been exclusively positive. The interesting side of the meetings has been the financial burden that these place on the school. 160 students requires 20 hours per week of staffing, but in practice this is actually a full time teacher. The $70K when coupled with the cost of CRT and release for leaders in 1-6 brings the cost to about $140000 each year. The school is aware of this considerable cost but the BOT will need to ensure that it has a long term plan for meeting this considerable financial burden. There is also the impact of taking Learning Advisors away from their students. This disruption has been commented on in a negative light by some families. They do not see the connection between the short 15 min fortnightly 1:1 and the loss of that teacher for a day. This also requires careful planning.

1:1s in the 7-13 part of the school are gaining consistency thanks to the efforts of the Community Leader and the constant communication of their value from senior leadership. One possible discussion has been having larger homebases for the LAs most skilled at 1:1s.

## 2020 NEXT STEPS
- Examine alternative ways to fund 1:1s
- Trial larger homebases for 7-13.
- Make alternative long term plans for 1:1s should they become unaffordable

# ANNUAL AIM 5: TO ENSURE THAT MĀORI STUDENTS ARE SUPPORTED IN ACHIEVING EDUCATIONAL SUCCESS

## 2019 CONTEXT

This goal continues to be an area for development.  Our NCEA results for Māori did improve slightly at Y11, Y13 and for UE but our Y12 data fell. Our NCEA results however are still massively below the national data.  I feel that our continued (almost) compliance based approach, is not effective. The constant categorising and meetings to discuss our Māori learners is ignoring the issue of why they are not achieving inside our system, and instead directing it to the students and their engagement.  We have excellent mentoring and support systems for Māori students, based heavily on our work in 2015 with Rawhiri Gibson. The challenge I feel, is that we're not as a school looking at what needs to change within our school systems and structures to make being Māori more visible and valued.  The Whānau group was more effective in 2018, but lacks a genuine focus to help make it engaging.  In 2019 we need to provide a genuine purpose for the group as there are awesome ideas and real commitment to improve the education outcomes and experiences for our Māori students.  I also feel that as a staff we are lacking a clear direction from me to change.  Simple practices that exist in the Y1-6 parts of the school like morning karakia, kapahaka and visible te reo Māori are not part of the Unlimited Campus. We also have no real commitment to making the campus feel Te Ao Māori in any way.  While 2019 is going to be massively dominated by moving to the CBD, it also needs to be a year where we genuinely review how we are supporting our commitment to being Te Ao Māori as in our charter.  We can tick the boxes and say that we are but I do not feel that we are living it.

In terms of targets, each year we've set highly aspirational targets. For 2019 I want to set realistic targets (which based on our previous data are still highly aspirational).  If we can raise engagement through L2L in the senior school, target outside providers to support with NCEA level courses and raise the awareness and cultural practices of our LAs, then I believe we can exceed these targets.

## STUDENT TARGETS

1. At least 50% of Y11 Māori students with a qualification goal of NCEA Level 1 or above will achieve their set goal.
2. Lower the number of Māori students identified as being at risk of not achieving to <15% (24% in 2018).

## ACTIONS TO ACHIEVE AIM

- Establish a Te Ao Māori working group
- Working group interviews students, staff and families
- Working group presents findings to staff
- Working group works with staff and whanau group to create plan for 2020 and beyond
- Te Ao Māori 2020 plan shared with all staff
- Share Māori ABLE data at whānau hui
- Whānau group work with community and external agencies (eg Ngai Tuahiriri) to establish appropriate wayfinding and signage in building

## 2020 ANALYSIS

The school started as it does every year with a large and willing whanau group.  The group was eager to support the school through developing a plan for signage and

introduction of wider Te Ao Maori possibilities.  Our challenge remains the same.  By Term 2 the group begins to dissolve and nothing is achieved.  I find this incredibly frustrating as the effort is being put in by all but unless it is tasked to Senior Leadership, nothing happens.  The only way I feel that we can bring this goal to an actual conclusion is to remove the collaborative approach and to instead task it to one of the leaders. We do not have scope (units) to do this next year, so we will need to continue to try and make the group work. One change is that I have tasked a Noho Marae with a Senior Leader. This will occur during 2020.

2020 NEXT STEPS
- Re establish a Te Ao Māori working group
- Working group works with staff and whanau group to create plan for 2021 and beyond
- Te Ao Māori 2021 plan shared with all staff
- Noho Marae occurs in 2020 with a focus on Maori achievement

# ANNUAL AIM 6: TO PROMOTE A CULTURE OF LEADERSHIP WITH OUR STUDENTS

## 2019 CONTEXT

A central tenet of Ao Tawhiti Unlimited Discovery is kaha.  We feel that our students are provided with an environment that allows them to be courageous so they can push the boundaries of their own learning and take risks while developing their own pathway.  An essential component of this is providing students with the ability and support to lead their own, and others, learning.  Our AEA data paints a picture of a school that is mostly doing well in supporting it's Y1-9 students in their learning. Our AEA and NCEA data for Y10 and above paints a very different picture, with students struggling to achieve their set qualification and learning goals.  The Y11-13 Deputy Director consulted with a group of Y12-13 students in 2018, asking about what would improve the look of learning for them.  A consistent message was more opportunities to learn what would traditionally be called "life skills" like budgeting, flatting, changing a car tyre etc, and more opportunities to lead.  Leading was not just leadership of others but also described as being a chance for them to learn the skills to lead their own learning.  With this in mind we have implemented a school wide L2L (Learning to Lead) programme each day. This replaces the successfully implemented "community time" that has run up to Y10. Students at Y11-13 are now expected to engage with community, homebase, mentoring, integrated classes (that incorporate "life skills") and PINs (workshops that can be run by anyone for anyone). The Community Leaders and the Deputy Directors need time to trial, reflect and adapt this programme.  We will add "leading" to our tracking data and see where this journey takes our students.

## 2019 ACTIONS TO ACHIEVE AIM
1. DDs to implement and lead L2L with Community Leaders
2. L2L is reviewed with students and staff termly
3. Review findings presented to staff termly at admin meetings
4. CLs work collaboratively to plan for L2L in 2020 and beyond
5. CLs plan for professional learning opportunities at other schools
6. CLs present plan to BoT
7. BoT budgets for 2020 PLD leadership opportunities for CLs
8. SLT promotes leadership forum with staff and students with a focus on providing opportunities for students to go elsewhere to learn and present

## 2020 ANALYSIS

L2L was implemented across the school in 2019.  There was a significant shift in PINS as well with this now offered at all levels.  At 1-6 child led workshops provided an excellent example of growing the awareness of our younger learners that they can lead their learning with others. At 7-10 L2L continued to develop project based learning that further embedded this.  At Y11-13 I do not believe that L2L was able to build any significant areas of leadership for the students.  This is a significant failing in my view as there was considerable resourcing and planning allocated to this. The focus for 2020 is to shift L2L to a day to help promote the idea that leading your learning can happen anywhere.  CLs and LAs at Y11-13 need to significantly improve their understanding and support of students in this area.  My believe is that a new Senior leader may need to be appointed to lead this area of the school.

## 2020 NEXT STEPS
- Appoint a new Senior Leader to oversee L2L
- Move L2L from daily to one day (Friday)

- Review and develop Y11-13 leadership opportunities at the school

- Review and develop Y11-13 leadership opportunities at the school

# ANNUAL AIM 7: TO SUCCESSFULLY TRANSITION TO OUR CBD ENVIRONMENT

### 2019 CONTEXT

Nothing has changed here from last year.  With our move to the building happening in Term 2, we need to continue with our planning and preparations for the students, the staff and the parents.  The PLGs will continue.  We will also need to spend more time in Term 1 taking our students into the CBD.  One area that is still unknown is how our staff will feel being a "merged" staff.  While we have worked extensively as one staff, the reality has always been that they can simply return to their "primary" and "secondary" campuses at the end of the meeting.  The tension that the Area School Teachers' Collective Agreement brings with its inequities across Y1-6 and Y7-13 teachers will be highly visible for our learning advisors. There is also the blending of two communities into a new and largely unknown CBD environment.

A major challenge is of course should any building programme slippages occur.  The Unlimited Campus is tied to a leaving date of 18 April, whilst the Discovery campus can remain at Halswell for longer.  Should the build fall behind, we will have to reevaluate our planned move.

### 2019 ACTIONS TO BE TAKEN

1. All communities engage with a CBD day in town before we move
2. Look for opportunities to bring the entire school into the CBD before we move
3. Provide evenings to support families with their transition.  Focus on transport, engagement and health and safety
4. PLGs continue throughout Term 1
5. Move to the CBD
6. Provide site visit for randomly selected parents prior to move in
7. Continue to use EDI to support transition to CBD
8. Provide reflection opportunities for the entire community
9. Arrange site blessing
10. Organise formal opening
11. Support Alumni to visit

### 2020 ANALYSIS

With the Term 2 move from the Halswell and Ilam sites to Mollett Street, we can finally mark this goal as completed.  A massive amount of work was needed to make this happen and it had an impact on every aspect of our 2019 Annual Plan.  With that said, all the planning and preparation meant that despite the logistical challenges of moving into an unfinished building, we have quickly adapted to our new facilities.  There are still many aspects of being in the CBD that still require work, but these should now fall out of our curriculum and community work.  The ever changing nature of business in the CBD means that a significant focus will need to remain on gateway and careers building and reviewing their connections with the CBD.

### 2020 NEXT STEPS

• Transition is no longer a goal. The focus will shift to using the CBD as a learning resource